

STANDARDS

and

QUALITY INDICATORS

for

AGRICULTURE PROGRAM

IMPROVEMENT

SCHOOL _____

DATE _____

AGRICULTURE INSTRUCTOR(S) _____

INTRODUCTION

This questionnaire was developed to assist in reviewing and improving the instructional process of agriculture programs. It is designed to be used by the local teacher in conducting a comprehensive self-evaluation and/or by an external evaluation team. The questionnaire is divided into thirteen sections corresponding to the thirteen standards for review of agriculture programs.

Each standard is followed by a series of questions or quality indicators, which further define or measure the standard. Some questions are identified by being shaded and these must be met in order to meet the standard. The sum total ranking will serve as a ranking for the standard. The ranking of each standard and corresponding narrative will be recorded and reported in the final evaluation report.

DEFINITIONS:

Standard - A descriptive statement established and used as a model of quantitative characteristics for the development, operation and assessment of vocational programs.

Quality Indicator - A question that is used to further define or measure the standard.

DIRECTIONS:

Reviewers using this instrument should strive to rate the quality indicators for each program in relationship to the standard.

To complete the questionnaire, carefully read each standard and the quality indicators, which follow. For each question that is shaded, the evaluator should indicate if the quality indicator is met or not met by making a check mark on the appropriate line. All other quality indicators are assessed by circling the appropriate rating in the column on the right. The numbers on the rating scale indicate the following:

Exceed Standard	5 = Outstanding
	4 = Above Average
Meet Standard	3 = Average
	2 = Below Average (Improvement Needed)
Below Standard	1 = Poor (Major Improvement Needed)

A checklist of evidence is provided to assist the evaluator. It is not necessary to produce every evidence item in order to meet the quality indicator.

STANDARDS
and
QUALITY INDICATORS
for
AGRICULTURE PROGRAM
IMPROVEMENT

STANDARD 1	CURRICULUM PLANNING, ORGANIZATION AND CONTENT
STANDARD 2	INSTRUCTION
STANDARD 3	INSTRUCTIONAL PERSONNEL
STANDARD 4	PROGRAM ENROLLMENT
STANDARD 5	ADULT EDUCATION
STANDARD 6	AGRICULTURAL LITERACY
STANDARD 7	CAREER AND TECHNICAL STUDENT ORGANIZATION
STANDARD 8	EXPERIENTIAL LEARNING
STANDARD 9	INSTRUCTIONAL FACILITIES AND EQUIPMENT
STANDARD 10	SAFETY EDUCATION AND PRACTICES
STANDARD 11	COMMUNITY SUPPORT AND INVOLVEMENT
STANDARD 12	STUDENT ACCOUNTING AND REPORTS
STANDARD 13	PROGRAM MANAGEMENT AND PLANNING

EVIDENCE LIST

Below is a listing of items of evidence that can be used to support the program Standards. While the list is not all-inclusive, it is provided to give a sample of the items needed for the agriculture program review. Not all items are applicable to every program.

STANDARD 1

Course Competencies
Advisory Committee Minutes
VEDs
180 day & 5-Year Follow-up Data
Interest Survey of Future Students
VA-2
Teaching Calendar
Lesson Objectives
Student Recordbooks
Student Notebooks
Course Descriptions
Instructional Management System (IMS)
Last Year's Summer Plan & Summary
Locally Adapted Curriculum Crosswalk Of
Show-Me Standards
Course Outlines
Written Articulation Agreements

STANDARD 2

Inventory
Course Outlines
Teaching Calendar
Lesson Plans
Students' Course Evaluations
Student Notebooks/Portfolios
Agriscience Projects
Department Budget
FFA Program of Activities
Guidance Calendar Of Activities

STANDARD 3

Ag. Teacher's Monthly Report (VA-1)
Copy of the Core Data Report for Ag.
Organizational Membership List of the
Instructor(s)
Professional Development Plan
Record of Curriculum Meetings Attended

STANDARD 4

Master Class Schedule
List of Class Enrollments (include grade
level, male, female, special populations)
Student Recruitment Materials

STANDARD 5

Adult Class Schedule & Class Descriptions
Young Farmer/Young Farm Wives Program
of Activities
Young Farmer/Young Farm Wives Roster

STANDARD 6

Elementary Ag. Education Activities
Middle School Ag. Education Activities
Community/Adult Activities
Curriculum Integration Lesson Plans
Food For America Program
Teaching Calendar
Curriculum
Newspaper Articles

STANDARD 7

Ag. Department Philosophy & Objectives
Annual Report of Ag. Programs (VA-5)
Chapter Award Applications
FFA Alumni Roster
FFA Banquet or Awards Assembly Program
FFA Participation Record
FFA Roster
High School Student Handbook/Course
Description
Preliminary Report of Agriculture (VA-2)
FFA Chapter Program of Activities

STANDARD 8

SAE Visitation Record
Student Record Books
Student Training Agreements
Summary of Completed Supervised
Agriculture Experience Program (VA-3)
Teaching Calendar

STANDARD 9

Completed Safety Checklist
District Accessibility Study

STANDARD 10

Completed Safety Checklist
Safety Test on File

STANDARD 11

Annual Report of Ag. Programs (VA-5)
FFA Program of Activities
FFA Chapter Scrapbook
News Articles
Record of Local Professional Meetings
and/or Joint Activities

STANDARD 12

180 day & 5 Year Placement Follow-up Data
VEDs

STANDARD 13

Evaluation Plan
Minutes/Agenda of Board Meeting
Advisory Committee Membership List
Advisory Committee Minutes
Annual Report of Ag. Programs (VA-5)
Annual Program Evaluations

PROGRAM PROFILE

School _____

Date _____

Instructor(s) _____

		Standard Met	Standard Not Met *
STANDARD 1	CURRICULUM PLANNING, ORGANIZATION AND CONTENT		
STANDARD 2	INSTRUCTION		
STANDARD 3	INSTRUCTIONAL PERSONNEL		
STANDARD 4	PROGRAM ENROLLMENT		
STANDARD 5	ADULT EDUCATION		
STANDARD 6	AGRICULTURAL LITERACY		
STANDARD 7	CAREER AND TECHNICAL STUDENT ORGANIZATION		
STANDARD 8	EXPERIENTIAL LEARNING		
STANDARD 9	INSTRUCTIONAL FACILITIES AND EQUIPMENT		
STANDARD 10	SAFETY EDUCATION AND PRACTICES		
STANDARD 11	COMMUNITY SUPPORT AND INVOLVEMENT		
STANDARD 12	STUDENT ACCOUNTING AND REPORTS		
STANDARD 13	PROGRAM MANAGEMENT AND PLANNING		

**Refer to Specific Recommendations for Improvement*

CURRICULUM PLANNING, ORGANIZATION AND CONTENT

STANDARD ONE

Standard No. 1 - A written curriculum for all agriculture courses has been developed with input from the community, students and administration and includes the identification of specific goals and objectives, SAE supervision and leadership instruction.

Rationale: The instructional program should be designed to develop knowledge and skills that are essential for success in meeting the occupational objectives of students. There should be evidence that each instructional unit has been properly planned and organized and is being implemented in a sequential manner. The agriculture program should implement a grading system, which is based upon identified criteria.

The course of study for the agriculture program shall include both theory and skill lessons along with other supplemental learning activities, which will serve to guide the program toward desirable learning outcomes. The course of study shall be integrated and organized in such a manner as to produce a well-balanced program of instruction.

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
A. . . . is instruction directed toward appropriate and clearly formulated objectives with input from the community, industry, and local administration?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Department Curriculum <input type="checkbox"/> Course Competencies <input type="checkbox"/> Advisory Committee Minutes <input type="checkbox"/> Program Philosophy and Objectives <input type="checkbox"/> VEDs <input type="checkbox"/> 180 Day and 5-Year Follow-up Data <input type="checkbox"/> Interest Survey of Future Students <input type="checkbox"/> VA-2 <input type="checkbox"/> Other	Comments:	
B. . . . does the agriculture program function with a proper balance between classroom and laboratory instruction, Supervised Agricultural Experience, and leadership and personal development?		1 2 3 4 5
Evidence: <input type="checkbox"/> Teaching Calendar <input type="checkbox"/> Course Competencies <input type="checkbox"/> Lesson Objectives <input type="checkbox"/> Student Recordbooks <input type="checkbox"/> Student Notebooks <input type="checkbox"/> VA-2 <input type="checkbox"/> Other	Comments:	
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!		

CURRICULUM PLANNING, ORGANIZATION AND CONTENT

STANDARD ONE (Continued)

QUALITY INDICATORS

1 = Poor
 2 = Below Average
 3 = Average
 4 = Above Average
 5 = Outstanding

TO WHAT EXTENT:

C. . . . does the agriculture program function with a proper balance between classroom and laboratory instruction, Supervised Agricultural Experience, and leadership and personal development?	1 2 3 4 5
Evidence: <input type="checkbox"/> Teaching Calendar <input type="checkbox"/> Course Competencies <input type="checkbox"/> Lesson Objectives <input type="checkbox"/> Student Recordbooks <input type="checkbox"/> Student Notebooks <input type="checkbox"/> VA-2 <input type="checkbox"/> Other	Comments:
D. . . . are the objectives, teaching calendars and course offerings for the instructional program specified in writing?	1 2 3 4 5
Evidence: <input type="checkbox"/> Course Descriptions <input type="checkbox"/> Teaching Calendars <input type="checkbox"/> Lesson Objectives <input type="checkbox"/> Course Competencies <input type="checkbox"/> Instructional Management System (IMS) <input type="checkbox"/> VA-2 (Course Rotation) <input type="checkbox"/> Other	Comments:
D. . . . are a written summer plan and a written summer summary submitted and discussed with the administration annually?	1 2 3 4 5
Evidence: <input type="checkbox"/> Last Year's Summer Plan & Summary <input type="checkbox"/> Administrator Interview <input type="checkbox"/> VA-2 <input type="checkbox"/> Other	Comments:
E. . . . are related academics incorporated into the instructional content?	1 2 3 4 5
Evidence: <input type="checkbox"/> Locally-adapted Curriculum Crosswalk Of Show-Me Standards <input type="checkbox"/> Lesson Plans and Objectives <input type="checkbox"/> Other	Comments:

CURRICULUM PLANNING, ORGANIZATION AND CONTENT

STANDARD ONE (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
F. . . . is there evidence of a written grading system/policy for measurement of student achievement, which includes a balance between classroom and laboratory instruction, S.A.E., and leadership and personal development?	1 2 3 4 5	
Evidence: <input type="checkbox"/> Written Grading System/Policy <input type="checkbox"/> Recordbook Grading Rubric <input type="checkbox"/> Other	Comments:	
G. . . . are students and parents informed in writing of course objectives and frequently informed of the student's level of success?	1 2 3 4 5	
Evidence: <input type="checkbox"/> Sample Of Student Information <input type="checkbox"/> Course Competency Profiles <input type="checkbox"/> Course Outlines <input type="checkbox"/> Progress reports to parents <input type="checkbox"/> Other	Comments:	
H. . . . are written articulation agreements developed, implemented and updated with postsecondary institutions?	1 2 3 4 5	
Evidence: <input type="checkbox"/> Written Articulation Agreements <input type="checkbox"/> Other	Comments:	

Sum the ratings in the preceding columns ____ Total Points

To meet Standard One, Quality Indicator A. must be met and the Total Points must equal or exceed 21 points.

Was Quality Indicator A met? ____ Yes ____ No

INSTRUCTION STANDARD TWO

Standard No. 2 - The agriculture program has the resources necessary to implement and deliver the curriculum and to adapt to the needs of students.

Rationale: The availability and proper utilization of instructional materials is considered essential to conducting quality instruction. Schools offering agriculture programs shall ensure adequate amounts of such materials including audiovisual aids, computer technology, reference texts, competency profiles, etc. Agriculture instructors shall utilize a variety of instructional materials and methods to meet student needs and the goals and objectives of the program.

QUALITY INDICATORS

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

TO WHAT EXTENT:

A. . . . are a variety of appropriate instructional materials and equipment available and utilized?	___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Inventory <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Internet Access <input type="checkbox"/> Student Interview <input type="checkbox"/> Other	Comments:
B. . . . are methods of teaching adapted to meet the diverse learning needs of students?	1 2 3 4 5
Evidence: <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Students' Course Evaluations <input type="checkbox"/> IEP Development <input type="checkbox"/> Other	Comments:
C. . . . are instructional approaches utilized to teach students how to acquire knowledge and skills, to recognize and solve problems, and to make decisions?	1 2 3 4 5
Evidence: <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Notebooks/Portfolios <input type="checkbox"/> Agriscience Projects <input type="checkbox"/> Students' Course Evaluations <input type="checkbox"/> Employer Satisfaction Survey <input type="checkbox"/> Other	Comments:
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	

INSTRUCTION
STANDARD TWO (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
D. . . . does the department have access to a variety of up-to-date reference materials and instructional delivery technology?		1 2 3 4 5
Evidence: <input type="checkbox"/> Department Budget <input type="checkbox"/> Inventory <input type="checkbox"/> FV-4 Request and/or Enhancement Grant <input type="checkbox"/> Evaluator Observation <input type="checkbox"/> Other	Comments:	
E. . . . is the curriculum enriched by utilizing related resources of the community ?		1 2 3 4 5
Evidence: <input type="checkbox"/> Teaching Calendar <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Field Trips <input type="checkbox"/> Other	Comments:	
F. . . . does each student have an opportunity to complete a job application, a Proficiency Award application, or other award application as part of the instructional program?		1 2 3 4 5
Evidence: <input type="checkbox"/> Teaching Calendars <input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> Applications on File <input type="checkbox"/> Student Résumés <input type="checkbox"/> Other	Comments:	
G. . . . does the instructor work cooperatively with the guidance staff to provide activities such as decision-making, dissemination of career and occupational information, scholarships, etc.?		1 2 3 4 5
Evidence: <input type="checkbox"/> Teaching Calendars <input type="checkbox"/> Guidance Calendar Of Activities <input type="checkbox"/> Counselor Interviews <input type="checkbox"/> Other	Comments:	

Sum the ratings in the preceding columns Total Points

To meet Standard Two, Quality Indicator A. must be met and the Total Points must equal or exceed 18 points.

Was Quality Indicator A met? Yes ____ No ____

INSTRUCTIONAL PERSONNEL STANDARD THREE

Standard No. 3 – Each instructor is certified, employed year-round and participates in professional development activities.

Rationale: Selecting, developing, and retaining a competent instructional staff to meet the needs of agricultural education is of utmost importance to the success of the program. Realizing that agricultural instruction is unique in education, all instructors shall have an adequate general education along with recent work experience, which will enable them to relate their instruction to business or industrial methodology. Each agriculture instructor shall meet or exceed state certification requirements and will hold a current teaching certificate appropriate to the subject area taught. Per the Handbook for Vocational Education, "Instructors of vocational agriculture will be employed for a twelve-month period usually beginning July 1 and ending June 30." Each instructor being employed year-round provides for S.A.E. supervision and leadership development for all secondary students. In addition to these minimums, each agriculture instructor should continuously strive to improve his/her skills and knowledge by upgrading certification and by attending professional improvement meetings, state conferences, etc.

QUALITY INDICATORS

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

TO WHAT EXTENT:

A. . . . is each instructor employed year-round to supervise the agriculture program?	____ MET ____ NOT MET
Evidence: <input type="checkbox"/> Teaching Contract <input type="checkbox"/> Core Data Report <input type="checkbox"/> Other	Comments:
B. . . . is each instructor certified to teach agriculture?	____ MET ____ NOT MET
Evidence: <input type="checkbox"/> Copy of Teaching Certificate <input type="checkbox"/> Copy of Professional Development Plan <input type="checkbox"/> Other	Comments:
C. . . . has each instructor continued his/her professional growth through college credit courses, attendance at workshops, and other sources of inservice ?	____ MET ____ NOT MET
Evidence: <input type="checkbox"/> Ag. Teacher's Monthly Reports (VA-1) <input type="checkbox"/> College Transcript <input type="checkbox"/> Professional Development Request to Administration <input type="checkbox"/> Technical Institute Certificates <input type="checkbox"/> Personal Portfolio <input type="checkbox"/> Other	COMMENTS:
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	

INSTRUCTIONAL PERSONNEL

STANDARD THREE (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
D. . . . has each instructor continued his/her professional growth by attending professional development meetings, conferences, and conventions?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Ag. Teacher's Monthly Report (VA-1) <input type="checkbox"/> Professional Development Log <input type="checkbox"/> Attended Professional Activities: <input type="checkbox"/> Statewide Fall Area Workshop <input type="checkbox"/> State FFA Conference <input type="checkbox"/> Winter District MVATA Meeting <input type="checkbox"/> Missouri ACTE/MVATA Conference <input type="checkbox"/> Area MVATA Meetings/Workshops <input type="checkbox"/> Area, District, and/or State MVATA Committees and/or Offices <input type="checkbox"/> Personal Portfolio <input type="checkbox"/> Other	Comments:	
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!		

To meet Standard Three, Quality Indicator A, B, C, & D must be.

Was Quality Indicator A met? ☐ Yes ☐ No

Was Quality Indicator B met? ☐ Yes ☐ No

Was Quality Indicator C met? ☐ Yes ☐ No

Was Quality Indicator D met? ☐ Yes ☐ No

PROGRAM ENROLLMENT STANDARD FOUR

Standard No. 4 – All students will have the opportunity to enroll in the agriculture education program.

Rationale: Program enrollment will vary with the program, contingent upon the make-up of students to be served, the specific skills to be taught, the size of the facility, and the method of instruction to be used. However, reasonable enrollment numbers must be maintained in order to ensure that program objectives may be met in an efficient and effective manner.

QUALITY INDICATORS

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

TO WHAT EXTENT:

A. . . . does student enrollment in the agricultural education program reflect the gender, academic achievement, socioeconomic, and ethnicity make-up of the school?	___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Class Enrollment <input type="checkbox"/> VEDs Forms <input type="checkbox"/> School Demographics <input type="checkbox"/> Community Demographics <input type="checkbox"/> Other	Comments:
B. . . . are student interest assessments utilized to guide curriculum and career planning?	1 2 3 4 5
Evidence: <input type="checkbox"/> VA-2 <input type="checkbox"/> Guidance Needs Assessment <input type="checkbox"/> Student Interest Survey <input type="checkbox"/> Other	Comments:
C. . . . does instructor collaborate with counselors and administrators in scheduling classes to avoid conflicts with other courses needed to meet graduation/college entrance requirement?	1 2 3 4 5
Evidence: <input type="checkbox"/> Master Class Schedule <input type="checkbox"/> Other	Comments:
D. . . . is a recruitment and retention plan implemented to give all students a clear understanding of the purpose, benefits, and career opportunities?	1 2 3 4 5
Evidence: <input type="checkbox"/> Course Descriptions <input type="checkbox"/> Student Recruitment Materials <input type="checkbox"/> Counselor Information Provided to the Students. <input type="checkbox"/> Other	Comments:
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	

PROGRAM ENROLLMENT
STANDARD FOUR (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding				
TO WHAT EXTENT:		1	2	3	4	5
E. . . . does the instructor communicate with special needs personnel to understand and implement the specific needs of enrolled special needs students?						
Evidence: <input type="checkbox"/> List of Special Needs Students Enrolled <input type="checkbox"/> IEP conferences attended <input type="checkbox"/> Meetings with special needs department <input type="checkbox"/> Other	Comments:					

Sum the ratings in the preceding columns ____ Total Points

To meet Standard Four, Quality Indicator A must be met and the Total Points must equal or exceed 12 points.

Was Quality Indicator A met? ____ Yes ____ No

ADULT EDUCATION STANDARD FIVE

Standard No. 5 - Opportunities for adult education in and about agriculture are provided.

Rationale: The Agricultural Education program serves the entire community by providing educational opportunities for adults, as a natural outgrowth of serving community needs.

QUALITY INDICATORS

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

TO WHAT EXTENT:

A. . . . does the Agricultural Education program conduct a minimum of 20 hours of organized adult agricultural classes?	___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Annual Report of Agriculture Program (VA-5) <input type="checkbox"/> Budget for Salaries for Adult Vocational Programs (FV-1) <input type="checkbox"/> Other	Comments:
B. . . . does the program sponsor an active membership organization for adults interested in agriculture?	1 2 3 4 5
Evidence: <input type="checkbox"/> Young Farmer/Young Farm Wives Roster <input type="checkbox"/> FFA Alumni Roster <input type="checkbox"/> FFA Boosters <input type="checkbox"/> Program of Activities for Adult Education <input type="checkbox"/> Adult Participation Record <input type="checkbox"/> Final Report of Agricultural Education Program (VA-5) <input type="checkbox"/> Other	Comments:
C. . . . does the Agricultural Education program support a variety of educational meetings and tours on a year-round basis?	1 2 3 4 5
Evidence: <input type="checkbox"/> Preliminary Report of Agriculture (VA-2) <input type="checkbox"/> Adult Participation Records <input type="checkbox"/> Young Farmer/Young Farm Wives Program of Activities <input type="checkbox"/> Participation in State & National activities (i.e.; National Institute, State Young Farmer Convention, Young Farmer Tour) <input type="checkbox"/> Educational Activities <input type="checkbox"/> Governors Conference on Agriculture <input type="checkbox"/> Other	Comments:
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	

ADULT EDUCATION
STANDARD FIVE (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding				
TO WHAT EXTENT:		1	2	3	4	5
D. . . . does the teacher work with other agricultural agencies in the community to develop and conduct educational programs?						
Evidence: <input type="checkbox"/> Adult Class Activity Descriptions & Schedules <input type="checkbox"/> Advisory Committee Minutes <input type="checkbox"/> Fairboards <input type="checkbox"/> Commodity Organizations <input type="checkbox"/> Other	Comments:					

Sum the ratings in the preceding columns ____ Total Points

To meet Standard Five, Quality Indicator A must be met and the Total Points must equal or exceed 9 points.

Was Quality Indicator A met? ____ Yes ____ No

AGRICULTURAL LITERACY STANDARD SIX

Standard No. 6 – Agriculture is taught seamlessly from K-Adult levels.
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Rationale: The general population is increasingly cut off from both direct experience and education related to agriculture. Agriculture must be proactive versus reactive, address issues from our perspective rather than ignoring them, or else the outcomes will be determined by people ununiformed about agriculture.

QUALITY INDICATORS

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

TO WHAT EXTENT:

A. . . . does the Agricultural Education program promote agricultural literacy within the community?	<div style="border-bottom: 1px solid black; text-align: center;">MET</div> <div style="border-bottom: 1px solid black; text-align: center;">NOT MET</div>
Evidence: <input type="checkbox"/> Elementary Ag. Education Activities <input type="checkbox"/> Middle School Ag. Education Activities <input type="checkbox"/> Community/Adult Activities <input type="checkbox"/> Curriculum Integration Lesson Plans <input type="checkbox"/> Other	Comments:
B. . . . does the local Agricultural Education program provide/conduct agricultural literacy programs for elementary school students?	1 2 3 4 5
Evidence: <input type="checkbox"/> Food For America <input type="checkbox"/> Agriculture Program Lab Visits <input type="checkbox"/> Field Trips <input type="checkbox"/> PALS <input type="checkbox"/> Animal Displays <input type="checkbox"/> Bulletin Boards <input type="checkbox"/> Other	Comments:
C. . . . do middle school/junior high school students have the opportunity to enroll in an agricultural literacy/exploratory agriculture course?	1 2 3 4 5
Evidence: <input type="checkbox"/> Master Schedule <input type="checkbox"/> Teaching Calendar <input type="checkbox"/> Curriculum <input type="checkbox"/> Course Roster <input type="checkbox"/> Other	Comments:
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	

AGRICULTURAL LITERACY

STANDARD SIX (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding				
TO WHAT EXTENT:						
D. . . . does the Agricultural Education Program inform adults in the local community about food, fiber, and natural resource issues?		1	2	3	4	5
Evidence: <input type="checkbox"/> Newspaper Articles <input type="checkbox"/> FFA Officer Programs <input type="checkbox"/> Young Farmer Programs <input type="checkbox"/> PSA Flyers <input type="checkbox"/> Fruit Sale Information Inserts <input type="checkbox"/> Web Sites <input type="checkbox"/> Other		Comments:				
E. . . . do the Agricultural Education teachers provide leadership for integrating agricultural concepts into other subjects in the local school?		1	2	3	4	5
Evidence: <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Video Tapes <input type="checkbox"/> AITC Materials <input type="checkbox"/> Food for America <input type="checkbox"/> Students Assignments <input type="checkbox"/> Curriculum committee membership <input type="checkbox"/> Other		Comments:				

Sum the ratings in the preceding columns ____ Total Points

To meet Standard Six, Quality Indicator A must be met and the Total Points must equal or exceed 12 points.

Was Quality Indicator A met? ____ Yes ____ No

CAREER AND TECHNICAL STUDENT ORGANIZATION STANDARD SEVEN

Standard No. 7 – Year-round student leadership development activities are integrated into the agriculture program and are supervised by the local agriculture instructor(s).

Rationale: Student leadership development is consistently rated as an essential skill by employers and others. Each student shall be afforded the opportunity to become an active member of an appropriate Career and Technical Student Organization. The leadership development activities associated with the student organization are most effective when directed and supervised by the local teacher with guidance from the local school administration and the state supervisory staff.

QUALITY INDICATORS

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

TO WHAT EXTENT:

A. . . . is the student organization an integral part of the instructional program?	___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Annual Report of Ag Program (VA-5) <input type="checkbox"/> Teaching Calendars for Classes Offered <input type="checkbox"/> Program of Activities <input type="checkbox"/> Membership Roster <input type="checkbox"/> Other	Comments:
B. . . . are all students who are enrolled in the agriculture program afforded the opportunity to participate in the leadership development activities?	___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Student Handbook/Course Description <input type="checkbox"/> Ag. Department Philosophy & Objectives <input type="checkbox"/> Other	Comments:
C. . . . are chapter meetings held monthly with members conducting the proceedings?	1 2 3 4 5
Evidence: <input type="checkbox"/> Program of Activities <input type="checkbox"/> Secretary's Book <input type="checkbox"/> Agriculture Program Activity Calendar <input type="checkbox"/> Annual Report of Agriculture Department (VA-5) <input type="checkbox"/> Other	Comments:
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	

CAREER AND TECHNICAL STUDENT ORGANIZATION

STANDARD SEVEN (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
D. . . . does the agriculture program maintain 100% membership in the FFA Chapter?		1 2 3 4 5
Evidence: <input type="checkbox"/> FFA Roster <input type="checkbox"/> Preliminary Report of Agriculture (VA-2) <input type="checkbox"/> Other	Comments:	
E. . . . does each FFA member participate in at least one FFA-sponsored activity?		1 2 3 4 5
Evidence: <input type="checkbox"/> FFA Participation Record <input type="checkbox"/> Class Grade Records <input type="checkbox"/> Other	Comments:	
F. . . . has the Chapter implemented the FFA Program of Activities with assigned committees?		1 2 3 4 5
Evidence: <input type="checkbox"/> FFA Participation Record <input type="checkbox"/> FFA Secretary's Book <input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> Other	Comments:	
G. . . . did the FFA Chapter have delegates in attendance at all sessions of the State FFA Convention and encourage participation in other state leadership conferences?		1 2 3 4 5
Evidence: <input type="checkbox"/> FFA Participation Record <input type="checkbox"/> Annual Report of Ag. Department (VA-5) <input type="checkbox"/> Other	Comments:	
H. . . . does the FFA Chapter hold an annual banquet or awards program for recognition of students with parents, school officials, and community leaders being invited?		1 2 3 4 5
Evidence: <input type="checkbox"/> Annual Report of Agriculture Department (VA-5) <input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> FFA Banquet Program <input type="checkbox"/> Other	Comments:	

CAREER AND TECHNICAL STUDENT ORGANIZATION

STANDARD SEVEN (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
I. . . . does the FFA Chapter utilize people within the community in their activities?		1 2 3 4 5
Evidence: <input type="checkbox"/> FFA Alumni <input type="checkbox"/> Advisory Committee <input type="checkbox"/> Parent Groups <input type="checkbox"/> Program of Activities <input type="checkbox"/> Young Farmer/Wives Groups <input type="checkbox"/> Other	Comments:	
J. . . . do chapter members have the opportunity to participate in a minimum of five FFA activities above the local level?		1 2 3 4 5
Evidence: <input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> Annual Report of Ag. Department (VA-5) <input type="checkbox"/> Other	Comments:	
K. . . . did the Chapter receive a Superior Chapter rating this past year?		1 2 3 4 5
Evidence: <input type="checkbox"/> Annual Report of Ag. Department (VA-5) <input type="checkbox"/> Chapter Activities Awards Plaque <input type="checkbox"/> Other	Comments:	

Sum the ratings in the preceding columns Total Points

To meet Standard Seven, Quality Indicator A must be met and the Total Points must equal or exceed 27 points.

Was Quality Indicator A met? Yes ____ No ____

Was Quality Indicator B met? Yes ____ No ____

EXPERIENTIAL LEARNING STANDARD EIGHT

Standard No. 8 - A Supervised Agricultural Experience Program is an essential part of the agriculture program.

Rationale: Student learning is enhanced through active participation in the learning process. All students are encouraged to plan and conduct Supervised Agricultural Experience (SAE) programs to provide opportunities to apply principles and concepts taught in the Agricultural Education classes.

Agricultural Education students are encouraged to increase the size and scope of their SAE program each year. SAE programs are focused on the career interests of students. Record books maintained by students develop management skills and organize information needed to complete award and scholarship applications.

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
A. . . . does each student have a Supervised Agricultural Experience program (SAE)?	<div style="text-align: center;"> <div>___ MET</div> <div>___ NOT MET</div> </div>	
Evidence: <input type="checkbox"/> Summary of Completed Supervised Agriculture Experience Programs (VA-3) <input type="checkbox"/> SAE Record Books, Individual Student Files	Comments:	
B. . . . are four regularly scheduled visits made of each student's supervised agricultural experience program "OR" are at least 180 visits made each year by each instructor?	<div style="text-align: center;"> <div>___ MET</div> <div>___ NOT MET</div> </div>	
Evidence: <input type="checkbox"/> Annual Report of Agriculture Department (VA-5) <input type="checkbox"/> SAE Visitation Record <input type="checkbox"/> Agriculture Instructor's Monthly Report (VA-1)	Comments:	
C. . . . are there records to indicate that the teacher has conducted "ON-SITE" visits to each student at least twice per year?	<div style="display: flex; justify-content: space-around;"> 12345 </div>	
Evidence: <input type="checkbox"/> SAE Visitation Record <input type="checkbox"/> Agriculture Instructor's Monthly Report (VA-1)	Comments:	
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!		

EXPERIENTIAL LEARNING **STANDARD EIGHT** (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
D. . . .does each student maintain an Agricultural Education Record Book in which regular entries are maintained?		1 2 3 4 5
Evidence: <input type="checkbox"/> SAE Record Books	Comments:	
E. . . .are students' Supervised Agricultural Experience programs and recordbooks utilized in determining the overall course grade?		1 2 3 4 5
Evidence: <input type="checkbox"/> Class Record Book <input type="checkbox"/> Grade Summaries <input type="checkbox"/> Grading System	COMMENTS:	
F. . . .are students given an opportunity to fulfill supervised agricultural experience requirements though a variety of SAE types (ownership, placement, and unpaid directed laboratory experience)?		1 2 3 4 5
Evidence: <input type="checkbox"/> Summary of Completed SAE Programs (VA-3) <input type="checkbox"/> Course Description Handbook	Comments:	
G. . . .is there a Business Agreement/Education Plan, signed by the appropriate parties, on file for each student?		1 2 3 4 5
Evidence: <input type="checkbox"/> Written Agreement <input type="checkbox"/> Written Plan	COMMENTS:	
H. . . .is a supervision period for agricultural experience programs recognized as a part of the teaching load?		1 2 3 4 5
Evidence: <input type="checkbox"/> Instructor's Class Schedule <input type="checkbox"/> Core Data Record	Comments:	

Sum the ratings in the preceding columns Total Points

To meet Standard Eight, Quality Indicator A must be met and the Total Points must equal or exceed 18 points.

Was Quality Indicator A met? Yes No

Was Quality Indicator B met? Yes No

INSTRUCTIONAL FACILITIES AND EQUIPMENT STANDARD NINE

Standard No. 9 – Clean, attractive, and safe facilities and equipment are provided to support the curriculum and meet the needs of students.

Rationale: Physical facilities for agriculture programs set an expectation for students' attitude and performance. Adequate space and utilities in instructional and non-instructional areas, restrooms, and offices will provide for safe and orderly instruction.

QUALITY INDICATORS

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

TO WHAT EXTENT:

A. . . . is the size of the facility adequate for the number of students, to assure safe, quality education in relation to the program's objectives?	<div style="text-align: center;"> ___ MET ___ NOT MET </div>
Evidence: <input type="checkbox"/> Safety Checklist <input type="checkbox"/> Facility Layout <input type="checkbox"/> Program Objectives <input type="checkbox"/> Five year Plan of Projected Needs and Enrollment <input type="checkbox"/> Recommended Ag. Mechanics Laboratory - 150 sq. ft./student in the largest class <input type="checkbox"/> Classroom - 780 sq. ft. minimum <input type="checkbox"/> Greenhouse/Lab - 30 sq. ft./Horticulture student in the largest class <input type="checkbox"/> Appropriate Storage: 225 sq. ft. metal & lumber storage with an additional 100 sq. ft. material storage. <input type="checkbox"/> Other	Comments:
B. . . . is the agriculture program included in the district accessibility study for ADA?	<div style="text-align: center;"> ___ MET ___ NOT MET </div>
Evidence: <input type="checkbox"/> District Accessibility Study	Comments:
C. . . . is there locker/storage space available to each student for lab clothes, supplies, etc.?	1 2 3 4 5
Evidence: <input type="checkbox"/> Evaluator Observation	Comments:
D. . . . are the instructional facilities attractive, properly maintained and arranged to provide a conducive learning environment?	1 2 3 4 5
Evidence: <input type="checkbox"/> Evaluator Observation	Comments:
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	

INSTRUCTIONAL FACILITIES AND EQUIPMENT

STANDARD NINE (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
E. . . . have funds been provided for the purchase of equipment and consummable supplies?		1 2 3 4 5
Evidence: <input type="checkbox"/> Department Budget <input type="checkbox"/> Inventory	Comments	
F. . . . is a complete inventory maintained on all equipment and audited annually?		1 2 3 4 5
Evidence: <input type="checkbox"/> Department Inventory	Comments	
G. . . . is the equipment being utilized, adequate and up-to-date?		1 2 3 4 5
Evidence: <input type="checkbox"/> Department Inventory	Comments	

Sum the ratings in the preceding columns ____ Total Points

To meet Standard Nine, Quality Indicator A and B must be met and the Total Points must equal or exceed 15 points.

Was Quality Indicator A met? ____ Yes ____ No

SAFETY EDUCATION AND PRACTICES STANDARD TEN

Standard No. 10 - Safety is incorporated into all phases of the agriculture program.
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Rationale: Due to the nature of agriculture and related careers, student safety and safety instruction are considered essential to quality program operations. The Occupational Safety and Health Administration (OSHA) standards shall be used to guide the implementation and maintenance of environmental health and safety features.

QUALITY INDICATORS

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

TO WHAT EXTENT:

A. . . . is safety being taught as a regular part of the instructional program?	___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Teaching Calendar <input type="checkbox"/> Posted Safety Rules	Comments:
B. . . . are there safety tests in each student's file for each piece of equipment the student operates?	___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Individual Student Files <input type="checkbox"/> Safety Tests On File	Comments:
C. . . . has a safety inspection been conducted using the Agricultural Education Safety Checklist?	___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Completed Safety Checklist <input type="checkbox"/> District Insurance Carrier's Annual Report	Comments:
D. . . . has deficient equipment been placed out of service and timelines been established to correct deficiencies?	___ MET ___ NOT MET ___ NA
Evidence: <input type="checkbox"/> Completed Safety Checklist <input type="checkbox"/> Evaluator Observations	Comments:
E. . . . are students required to wear safety glasses at all times in the agriculture mechanics laboratory, and in other locations as required?	___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Safety Glasses <input type="checkbox"/> Safety Glass Storage <input type="checkbox"/> Student Interviews	Comments:
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!	

SAFETY EDUCATION AND PRACTICES

STANDARD TEN (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
F. . . are there a clean-up wash basin, sanitized eye protection, fire extinguisher, fire blanket, adequate ventilation, eye wash station, stationary equipment rules posted, marked safety zones and lighted exit signs?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Evaluator Observation	Comments:	
G. . . is adequate and appropriate storage provided for hazardous materials?		<input type="checkbox"/> MET <input type="checkbox"/> NOT MET
Evidence: <input type="checkbox"/> Safety Checklist <input type="checkbox"/> Approved Hazardous/Flammable Materials Cabinet or Room <input type="checkbox"/> Materials Inventory/Records	Comments:	
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!		

To meet Standard Ten, Quality Indicators A through G must be met.

Was Quality Indicator A met? ☐ Yes ☐ No

Was Quality Indicator B met? ☐ Yes ☐ No

Was Quality Indicator C met? ☐ Yes ☐ No

Was Quality Indicator D met? ☐ Yes ☐ No

Was Quality Indicator E met?..... ☐ Yes ☐ No

Was Quality Indicator F met?..... ☐ Yes ☐ No

Was Quality Indicator G met?..... ☐ Yes ☐ No

COMMUNITY SUPPORT AND INVOLVEMENT STANDARD ELEVEN

Standard No. 11 – Community support and involvement are facilitated through a comprehensive program targeted to all program stakeholders.

Rationale: Partners are essential in developing and maintaining a quality agriculture program. The success of any program is based upon community support and involvement. This input is developed by utilizing available resources to inform the community of the mission, activities, course content, and goals of the program in promoting student and program success.

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
A. . . . is a positive community and school relations program being conducted in the school and community with a minimum of one activity per month (radio, TV, news stories, brochures, civic appearance, BOAC, Food for America, local fair or show, etc.)?	___ MET ___ NOT MET	
Evidence: <input type="checkbox"/> Annual Report of Ag. Programs (VA-5) <input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> FFA Chapter Scrapbook <input type="checkbox"/> News Articles <input type="checkbox"/> Other	Comments:	
B. . . . does each instructor participate in community activities (e.g., civic organizations, Chamber of Commerce, Fairboards, Extension, etc.)?	1 2 3 4 5	
Evidence: <input type="checkbox"/> List of Organizational Memberships <input type="checkbox"/> Other	Comments:	
C. . . . does each instructor work harmoniously with other faculty and correlate his/her instructional program with other subject areas?	1 2 3 4 5	
Evidence: <input type="checkbox"/> Record of Local Professional Meetings and/or Joint Activities <input type="checkbox"/> Administrator Interview <input type="checkbox"/> Other	Comments:	
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!		

COMMUNITY SUPPORT AND INVOLVEMENT **STANDARD ELEVEN** (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
D. . . . is the administration kept adequately informed of program and teacher activities?		1 2 3 4 5
Evidence: Annual Program Report was shared with: <input type="checkbox"/> Administrator <input type="checkbox"/> School Board <input type="checkbox"/> Advisory Committee <input type="checkbox"/> Copy of Correspondence/Newsletter to Administrator	Comments:	
E. . . . does each instructor ensure that counselors and administrators are familiar with the goals, objectives, activities, prerequisites, etc., of the agriculture program?		1 2 3 4 5
Evidence: <input type="checkbox"/> Record of Meetings with Counselor/Administrator <input type="checkbox"/> Interview with Counselor <input type="checkbox"/> Interview with Administrator <input type="checkbox"/> Other	Comments:	
F. . . . is the program adequately funded?		1 2 3 4 5
Evidence: <input type="checkbox"/> Program Budget <input type="checkbox"/> Grants Received <input type="checkbox"/> Other	Comments:	
G. . . . is an annual school service/development project completed?		1 2 3 4 5
Evidence: <input type="checkbox"/> BOAC <input type="checkbox"/> FFA Week Activities <input type="checkbox"/> Program of Activities <input type="checkbox"/> FFA Scrapbook <input type="checkbox"/> Young Farmer/FFA Alumni <input type="checkbox"/> Other	Comments:	

COMMUNITY SUPPORT AND INVOLVEMENT **STANDARD ELEVEN** (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
H. . . . is an annual community service/development project completed?		1 2 3 4 5
Evidence: <input type="checkbox"/> BOAC <input type="checkbox"/> FFA Week Activities <input type="checkbox"/> Program of Activities <input type="checkbox"/> FFA Scrapbook <input type="checkbox"/> Other	Comments:	
I. . . . is the community used as a resource?		1 2 3 4 5
Evidence: <input type="checkbox"/> Field Trips <input type="checkbox"/> SAE Placement <input type="checkbox"/> Guest speakers <input type="checkbox"/> Financial Support for Scholarships <input type="checkbox"/> Fund-raising Activities <input type="checkbox"/> Other	Comments:	

Sum the ratings in the preceding columns ____ Total Points

To meet Standard Eleven, Quality Indicator A must be met and the Total Points must equal or exceed 24 points.

Was Quality Indicator A met? ____ Yes ____ No

STUDENT ACCOUNTING AND REPORTS STANDARD TWELVE

Standard No. 12 - A record of student enrollment, placement and follow-up activities is maintained and used in program planning and development.

Rationale: The major objective of the agriculture program is the continuation of the student's education and/or gainful employment. To measure results and make program improvements a systematic program of job placement and follow-up is essential.

QUALITY INDICATORS

1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Outstanding

TO WHAT EXTENT:

A. . . . are student enrollment, annual placement, and 5-year follow-up records maintained on all students in accordance with state and federal requirements?		____ MET ____ NOT MET
Evidence: <input type="checkbox"/> VEDs Report <input type="checkbox"/> Missouri Effectiveness Index Summary <input type="checkbox"/> 5-Year Follow-up Data <input type="checkbox"/> 180 Day Follow-up	Comments:	
B. . . . does the teacher maintain professionalism through the timely preparation of all reports and participation in program-related activities?		1 2 3 4 5
Evidence: <input type="checkbox"/> Report Files <input type="checkbox"/> Late Report Letters Sent <input type="checkbox"/> Professional Development Plan	Comments:	
C. . . . are graduates assisted in finding job opportunities or enrollment in related post-secondary education?		1 2 3 4 5
Evidence: <input type="checkbox"/> Upper-class Teaching Calendars <input type="checkbox"/> SAE Visitation Record <input type="checkbox"/> Placement Records <input type="checkbox"/> Personal Interview	Comments:	
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!		

Sum the ratings in the preceding columns ____ Total Points

To meet Standard Twelve, Quality Indicator A must be met and the Total Points must equal or exceed 6 points.

Was Quality Indicator A met? ____ Yes ____ No

PROGRAM MANAGEMENT AND PLANNING STANDARD THIRTEEN

Standard No. 13 - Input from students, parents, staff members and community representatives is used to develop and implement the agriculture program's goals and objectives.

Rationale: Effective input from business, industry, and other organizations and individuals ensure that agricultural education is relevant to the needs of students.

Each agriculture program should actively strive to engage community involvement and to foster a greater understanding of the program's needs and accomplishments.

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
A. . . . is the instructional program annually evaluated to meet the needs of the students and the community?		___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Evaluation Plan <input type="checkbox"/> Other	Comments:	
B. . . . is an annual program report completed and submitted to administrators, school board, and advisory committee?		___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Copy of Completed Program Report <input type="checkbox"/> Minutes/Agenda of Board Meeting <input type="checkbox"/> Minutes of Advisory Committee Meeting <input type="checkbox"/> Other	Comments:	
C. . . . does the agriculture program have a formal advisory committee?		___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Advisory Committee Membership List <input type="checkbox"/> Other	COMMENTS:	
D. . . . does the program advisory committee meet regularly (minimum of once per year) and maintain records of each meeting?		___ MET ___ NOT MET
Evidence: <input type="checkbox"/> Advisory Committee Minutes <input type="checkbox"/> Annual Report of Ag. Programs (VA-5) <input type="checkbox"/> Other	Comments:	
ALL QUALITY INDICATORS THAT ARE SHADED MUST BE MET IN ORDER TO MEET THE STANDARD!		

PROGRAM MANAGEMENT AND PLANNING

STANDARD THIRTEEN (Continued)

QUALITY INDICATORS		1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Outstanding
TO WHAT EXTENT:		
E. . . . are advisory committee recommendations and services utilized in program activities, long-range goals, and the Comprehensive School Improvement Plans (CSIP)?		1 2 3 4 5
Evidence: <input type="checkbox"/> Advisory Committee Minutes <input type="checkbox"/> Annual Program Evaluations <input type="checkbox"/> Program Changes/Implementation <input type="checkbox"/> CSIP <input type="checkbox"/> Other	COMMENTS:	
F. . . . is the program advisory committee representative of the agricultural populations being served by the program?		1 2 3 4 5
Evidence: <input type="checkbox"/> Advisory Committee Membership List <input type="checkbox"/> Community/County Profiles <input type="checkbox"/> 5-year Placement Record <input type="checkbox"/> Other	Comments:	

Sum the ratings in the preceding columns Total Points

To meet Standard Thirteen, Quality Indicator A, B, C, & D must be met and the Total Points must equal or exceed 6 points.

Was Quality Indicator A met? Yes ____ No ____

Was Quality Indicator B met? Yes ____ No ____

Was Quality Indicator C met? Yes ____ No ____

Was Quality Indicator D met? Yes ____ No ____

INTRODUCTION

The introduction should include such information as follows: A brief description of the program, number of students served, enrollment, and any unique information about the program.

STRENGTHS

Summarize below the major strengths of the program. Include outstanding accomplishments of students and/or the student organization.

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Outline specific recommendations for program improvement that should be implemented in order for the program to meet the minimum standards. Each standard that was found to be deficient should be identified and recommendations for improvement made.

Standard	Recommendations

GENERAL SUGGESTIONS FOR IMPROVEMENT

Outline general suggestions for overall improvement of the program.

Standard	Recommendations